

## **District Learning Technology Plan Guide**

Learning Through Technology Team  
Maine Department of Education  
Updated Spring 2016

### **Overview**

Each Maine school administrative unit is required to file with the Department of Education a long-range strategic learning technology plan (Chapter 125, Section 9.03, Item C, and Policy Code IJND), either as an SAU or within a consortium. Plans should cover three years of implementation.

Learning technology plans will be approved for the three years described in the plan ending June 30th of the third year. A new plan must be submitted for approval prior to July 1 of the year in which the plan is intended to be implemented. Yearly revisions, when submitted and approved, will extend an existing plan for an additional year, but must be submitted before the final year of a plan.

The 2016 revisions to the District Learning Technology Plan guidelines bring requirements and processes from previous guidelines up to date. The goals of the updates include the following:

1. To support educators and educational leaders in thinking more about the learning, and to take a pedagogical view of why they need, and how they will use technology.
2. To encourage the broad involvement of district leadership teams, especially team members responsible for curriculum and instruction, in consultation with educators, the tech leads, and technology committees.
3. To “invite” educators and educational leaders to join a structured transition from a primary hardware and infrastructure focus towards a focus on learning through offering tools, approaches, and frameworks that make technology integration easier, more helpful and doable. Toward this end, the Maine Department of Education seeks to pivot from “driving” and “pushing” to an approach that is more “inviting” and “pulling.”

This District Learning Technology Plan Guide provides Maine school administrative units with tools that lead them through a standardized process of planning for student learning supported by technology, into a comprehensive, yet practical, implementation plan that meets all of the requirements for state and federal technology programming.

If you have any questions, please contact Mike Muir at [mike.muir@maine.gov](mailto:mike.muir@maine.gov) or at 207-624-6634.

### **Who Should Submit a District Learning Technology Plan?**

An SAU must submit a District Learning Technology Plan by July 1 of this year if:

- Their current technology plan will expire in June of this year
- They do not already have a plan approved by the Maine Department of Education to replace one that has previously expired
- If a school left or joined the SAU
- If the SAU is newly formed

## Submission Guidelines:

There are two components to the District Learning Technology Plan: the Technology Access Survey and the Data-based Plan.

Districts should complete the Technology Access Survey once for each school in their district. The data will be submitted directly to the Learning Through Technology Team.

Please submit the Data-based Plan as a single PDF (including the signed certifications page).

We highly recommend 1" margins, and using Times New Roman, 12 pt font throughout.

Please name the file <district>\_LrnTechPlan\_<year>.pdf. For example, "aos55\_LrnTechPlan\_2016.pdf," or "bangorschools\_LrnTechPlan\_2016.pdf."

A template is provided on the DOE Tech Plan page (<http://maine.gov/doe/mlti/techplan/>)

Submit completed plans in electronic form to:

Mike Muir ([mike.muir@maine.gov](mailto:mike.muir@maine.gov))  
Learning Through Technology Policy Director  
Maine Department of Education

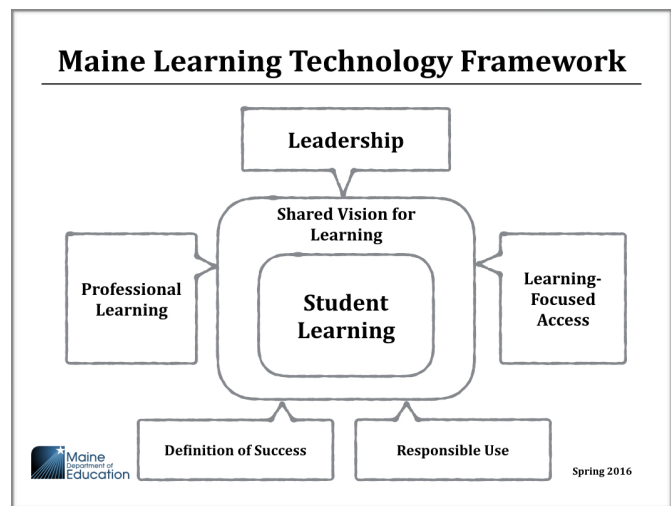
## Maine Learning Technology Framework

The District Learning Technology Plan requirements are informed by the Maine Learning Technology Framework.

The Maine Learning Technology Framework describes the key elements and components needed to achieve the greatest learning benefit from a district's technology investment. The Framework is intended to support teachers, tech leads, librarians and other school leaders in their efforts to leverage technology to improve student learning experiences related to the Maine Learning Results and assist a student in meeting requirements for a proficiency-based diploma.

At the center of the Framework is a focus on creating good learning experiences for students, recognizing that the quality of the pedagogy and learning experiences drive student learning and achievement.

The core of the Framework are student learning experiences and a district's Shared Vision for Learning.



**Student Learning** - MLTI has adopted and encourages SAUs commitment of a common model to guide teacher practice and the integration of technology into instruction and learning: Technological, Pedagogical, Content Knowledge (TPCK) by Drs. Punya Mishra and Matthew Koehler (<http://www.tpck.org>). TPCK suggests that technology serves education best at the intersection of content knowledge and pedagogy and instruction. In Maine, content knowledge is well defined by the Maine Learning Results.

Using TPCK terminology, this portion of the Framework focuses on the following instructional practices, and thinking about how technology can support these practices:

- Instruction for Foundational Knowledge: Helping students learn the basics in subject area content.
- Instruction for Practice and Deepening Understanding: Helping students develop some fluency and automaticity with those basics, or develop conceptual understanding beyond simple memorization.
- Instruction for Using Knowledge: Students demonstrating their proficiency with content and skills by applying them in a real world context and at a higher level of complex reasoning.
- Assessment, Feedback & Continuous Improvement: Providing timely feedback to drive continuous improvement, or capturing evidence of what they know and can do.
- Student Motivation & Engagement: Ensuring that students are mentally and physically present and engaged. Educators creating the conditions for student self-motivation.

**Shared Vision for Learning** - An SAU's Shared Vision for Learning is a powerful tool to help describe what kinds of learning experiences the district's educators, parents, students, and community value and want to see in their schools. Note: this is not intended to be a vision for technology, nor a general vision for school. Where the Vision should focus on desired learning experiences or conditions for learning, technology should be considered one collection of tools applied to help advance classroom practice toward that Vision.

Student learning, the core of the Framework, is supported and undergirded by five pillars:

1. **Leadership** - Achieving the Vision for Learning takes a diverse team of school leaders who can both help build buy-in for the Vision and for the role of technology within the Vision, but also to help manage the implementation of the development, adjustments, and alignment required of the Vision.
2. **Professional Learning** - The strategies used by the district to provide timely professional learning opportunities, and other supports designed to effectively encourage and assist teachers' successfully bolstering and broadening classroom practices.
3. **Learning-Focused Access** - Each learner (adult and child) has access to the device, connectivity, apps, programs and services they need, as they need them for their learning, with a minimum of barriers to engaging in purposefully designed learning experiences.
4. **Definition of Success** - How the district defines success for applying technology to learning, how they ensure that definition is broadly known and understood, and how they measure progress against clear goals.
5. **Responsible Use** - The approaches and strategies they are using to help students learn to use technology responsibly and safely. How the district ensures they are meeting CIPA requirements. How they are applying their technology to improving accessibility for students.

## Technology Access Survey

The SAU must complete the Technology Access Survey once for each school in the district.

Use this link:

[https://www.surveymonkey.com/r/2016\\_ME\\_Tech\\_Access](https://www.surveymonkey.com/r/2016_ME_Tech_Access)

## Learning Technology Data-based Plan

For a technology plan to be approved, the district must respond in writing to the following six sections in this order.

- Section I: Document Title Page
- Section II: Shared Vision for Learning
- Section III: Shared Leadership
- Section IV: District Learning Technology Data and Action Plan
- Section V: Responsible Use
- Section VI: Certifications

The guide below describes how to complete each section.

Please submit the District Learning Through Technology Data-based Plan as a single PDF (including the signed certifications page).

We highly recommend 1” margins, and using Times New Roman, 12 pt font throughout.

Please name the file <district>LrnTechPlan<year>.pdf. For example, “aos55LrnTechPlan2016.pdf,” or “bangorschoolsLrnTechPlan2016.pdf.”

Consider using the District Learning Technology Plan Template on the Tech Plan website (URL ???).

Submit completed plans in electronic form to:

Mike Muir ([mike.muir@maine.gov](mailto:mike.muir@maine.gov))  
Learning Through Technology Policy Director  
Maine Department of Education

### Section I: Document Title Page:

Document title, author(s), and school lists - The front page of the document should list the school/SAU that the plan covers, the member(s) of the planning team that authored the document, the date that the plan was approved by the SAU, and a list of schools that are affected by the plan.

Within the District Learning Technology Plan, a school administrative unit may choose to address each of the following sections either collectively for the entire district or individually for each school within the district.

### Section II: Shared Vision for Learning:

The district or school Vision for Learning should describe what kinds of learning experiences the district’s educators, parents, students, and community value and want to see in their schools (prototypes or approaches suggested below). A Vision for Learning is different than a general educational vision or mission, or a vision for technology.

It is considered shared because the process to develop it should include many stakeholders representative of many stakeholder groups and will reflect their shared values. It should not be a statement developed by a small number of people.

Does your district (or individual schools collectively) have a Vision for Learning?

**If yes**, please submit your district's Vision for Learning, including a brief description of the stakeholders who were actively involved in the development.

Also, please include a statement of how the Vision for Learning is used as a “compass and filter” for deciding how technology resources are allocated, learning technology policies and procedures are determined, and professional learning needs are identified, prioritized, and addressed. If you do not currently use the Vision for Learning as a compass and filter, please describe your plan to begin applying the Vision to technology resource allocation, policies and procedures, and professional learning.

**If no**, please submit your plan for development of a Shared Vision for Learning. The vision development plan should outline the process and anticipated timeline, and detail stakeholder and stakeholder groups (e.g. educators, school leaders, parents, students, organizations, and community members) to include.

These prototypes or approaches may be helpful to districts:

- Creating a Shared Vision: <http://moreverbs.info/2016/03/05/creating-a-shared-vision-the-whole-process/>
- The Good Learning Experience Activity: <http://moreverbs.info/2016/02/29/what-makes-for-good-learning-experiences/>

### **Section III: Shared Leadership:**

This section is intended to address the following question: How does the district involve broad representation of the school community (tech leads, school leaders, teachers, librarians, students, parents, community members) in the learning through technology planning and implementation process? Areas to consider describing who is involved in significant ways in development, decision-making, and plan execution might include the following:

- A. The plan for applying technology to the Vision for Learning
- B. Identifying models and examples of technology use that furthers the Vision
- C. Planning professional learning opportunities
- D. Selection of devices, apps, programs, and other tools
- E. Filtering and blocking policies
- F. Appropriate Use Policies and policies related to discipline and corrective measures for inappropriate use
- G. Other

### **Section IV: District Learning Technology Data and Action Plan:**

This section is intended to provide feedback to the district based on data collected (at least in grades 7-12) from teachers, school leaders, and students in the following learning technology categories:

- Student learning
- Teacher practice

- Leadership for learning
- Professional learning
- Learning-focused access.

The district will then use the data collected to report implications, and interventions and next steps.

The district is strongly urged to use a data collection tool provided by the Department of Education (e.g. BrightBytes - <http://brightbytes.net>). In rare instances, a district may use their own, but must gain prior approval from the Learning Through Technology Director, Mike Muir.

The BrightBytes tool is available and offers the following benefits:

- The Learning Through Technology Team is providing the BrightBytes service to all public school grades 7-12 at no cost to the district
- The BrightBytes survey only takes teachers and students approximately 10 minutes to complete
- Participating in BrightBytes counts as the MLTI program evaluation a district agreed to when opting in to MLTI
- Results and analysis are available after the data collection is complete
- BrightBytes reports the data in useful ways, including a custom report matching the Maine Learning Technology Framework and providing quality data and suggested research-backed interventions and next steps.

Once you have collected data, please report on the following sections:

- Section IV, Part A: Student Learning & Teacher Practice
- Section IV, Part B: Leadership for Learning Through Technology
- Section IV, Part C: Professional Learning
- Section IV, Part D: Learning-Focused Access

For each section, report on the following:

- Results of the data
  - Explain the results that were received from the data collection. (This may be taken straight from the BrightBytes custom reports.)
- Implications
  - For Part A, in addition to thinking about the implications of the raw data, please also consider the alignment, or disparity, between student and teacher perceptions, as well as, classroom practice alignment to the vision for learning.
- And a 3-column chart with headers: Interventions and Next Steps; Person/Position Responsible; Timeline
  - Feel free to break out your response by grade band (K-2, 3-5, 6-8, 9-12, etc.), if helpful.
  - Please add as many rows to the tables as necessary.

### **Section V: Responsible Use:**

Please include your CIPA Compliance documentation.

Make sure that it includes a description of what the district is doing to teach students digital citizenship and safe and appropriate use of technology by grade band (eg.: K-3, 4-6, 7-8, 9-12).

### **Section VI: Certifications:**

The Superintendent must sign the Learning Technology Plan certifications. In doing so, the superintendent is acknowledging the following:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the SAU's school committee
- The district is committing to work the plan (recognizing that plans do evolve over time)